



## Coosa Elementary

45 Middle Road  
Beaufort, SC 29907

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	644 Students	
<b>Principal</b>	Carmen Dillard	843-322-6100
<b>Superintendent</b>	Dr. Valerie Truesdale	843-322-2300
<b>Board Chair</b>	Fred Washington	843-322-2356

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Good</b>	<b>Below Average</b>
2007	Good	Below Average
2006	Good	Good
2005	Good	Below Average
2004	Good	Below Average

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

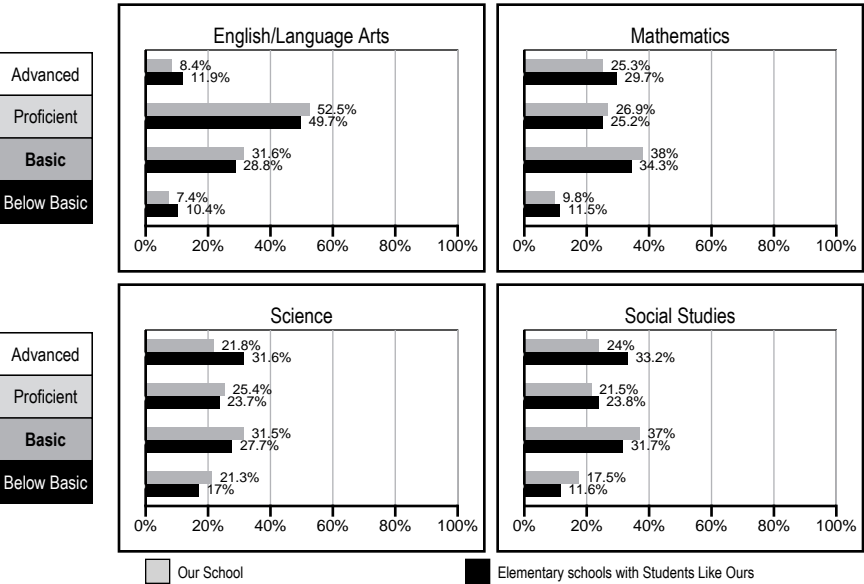
92.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	22	6	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=644)</b>				
First graders who attended full-day kindergarten	78.9%	Down from 82.5%	100.0%	100.0%
Retention rate	2.2%	Up from 0.9%	1.4%	2.3%
Attendance rate	96.1%	No Change	96.7%	96.3%
Eligible for gifted and talented	26.9%	Up from 22.4%	24.1%	10.4%
With disabilities other than speech	3.6%	No Change	5.2%	7.5%
Older than usual for grade	0.2%	Down from 0.6%	0.2%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	56.5%	Down from 61.4%	61.5%	56.7%
Continuing contract teachers	78.3%	Down from 90.9%	80.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	95.8%	Up from 95.7%	88.2%	86.4%
Teacher attendance rate	93.8%	Down from 95.4%	94.8%	94.9%
Average teacher salary	\$49,372	Up 3.5%	\$47,854	\$45,345
Professional development days/teacher	16.8 days	Down from 17.3 days	11.1 days	12.6 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	6.0	4.0
Student-teacher ratio in core subjects	17.7 to 1	Down from 17.9 to 1	19.9 to 1	18.5 to 1
Prime instructional time	89.0%	Down from 90.2%	90.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	96.3%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$6,547	Up 6.5%	\$6,547	\$7,052
Percent of expenditures for instruction*	69.8%	Up from 66.5%	70.7%	69.1%
Percent of expenditures for teacher salaries*	67.5%	Up from 64.6%	65.3%	64.2%

\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Coosa Elementary School had a very successful 2007-2008 school year. Our students were recognized on state and national levels for their academic achievement: 1) Coosa Elementary received the 2006-2009 South Carolina Exemplary Writing Award; 2) Coosa was recognized for the second year by the SC Department of Education's Oversight Committee for Closing the Achievement Gap; and 3) Coosa met AYP (Adequate Yearly Progress) under National "No Child Left Behind" Legislation for the fifth year. As principal, I would offer that our past and present success is directly related to the participation and involvement of motivated students, parents, staff, district administrators, and community volunteers in the total educational process.

As with any organization, competent and dedicated people are key components. Coosa is fortunate to have a staff of experienced, diverse, and caring individuals. Each is devoted to the goal of providing "a challenging, engaging, and safe school connecting each child to a successful future everywhere and everyday." For this staff, student failure is unacceptable. Expectations are high in all curriculum areas. The Coosa community is extremely proud of their children's scores on the 2007 Palmetto Challenge Achievement Test. A large and increasing percentage of students score in the upper levels of Proficient and Advanced. Other national, state, and local assessments prove that the vast majority of Coosa students are meeting or exceeding expectations.

Support for Coosa from the community comes from various sources. The Kiwanis Club and Rotary Club of Beaufort offer the gift of time with individual students, as well as the funding for community-awareness field trips. The Coosa Business Partners offer assistance anytime they are asked, and a very active School Improvement Council participates in the development, implementation, and monitoring of the Five Year Strategic Plan. This plan emphasizes improved student achievement in the areas of literacy, math, science, and social studies, and includes character education, home-school communication, staff development, and technology components.

A challenge for every school is to convey its needs to the members of the community capable of meeting those needs. In addition, it is imperative to build a lasting, bonding relationship between these stakeholders to benefit children. When a bonding relationship joins with a competent school staff, the result is a school that continually strives for academic excellence and each year comes closer to that goal. Coosa Elementary is that school.

Cindy Keener, Principal  
Julia Hetherington, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	91	42
Percent satisfied with learning environment	97.4%	85.6%	92.9%
Percent satisfied with social and physical environment	97.3%	78.7%	95.2%
Percent satisfied with school-home relations	97.3%	85.6%	92.9%

\* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	6.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	11.2%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.1%	0.0%	No
Student attendance rate	96.1%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	309	99.7	7.1	31.8	52.7	8.4	70.9	47.3	48.2	Yes	Yes
<b>Gender</b>											
Male	171	99.4	8	32.5	53.4	6.1	69.9	40.8	41.7	N/A	N/A
Female	138	100	6	30.8	51.9	11.3	72.2	54.2	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	236	100	3.1	28.1	57.9	11	78.9	65.1	60	Yes	Yes
African American	64	98.4	20.3	44.1	35.6	0	45.8	30.2	31.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	70.1	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	34.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	47	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	29.4	47.1	20.6	2.9	35.3	12.9	16	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	30.2	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	83	100	12.5	51.3	36.3	0	53.8	32.3	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	309	100	9.8	38	26.9	25.3	66.7	41.7	45.8	Yes	Yes
<b>Gender</b>											
Male	171	100	8.5	36	25	30.5	70.1	42.3	45.6	N/A	N/A
Female	138	100	11.3	40.6	29.3	18.8	62.4	41	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	236	100	6.1	31.1	31.6	31.1	76.8	60.6	59	Yes	Yes
African American	64	100	23.3	58.3	13.3	5	36.7	22.7	26.9	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	I/S	64.4	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	30	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	43.8	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	34	100	32.4	44.1	8.8	14.7	35.3	14.1	17.1	I/S	I/S
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	26.2	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	83	100	15	63.8	16.3	5	45	26.1	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	205	100	21.3	31.5	25.4	21.8	47.2	30.8	35.7	96.1	96.3
<b>Gender</b>											
Male	111	100	21.3	28.7	25	25	50	32.8	37.4	96	96.2
Female	94	100	21.3	34.8	25.8	18	43.8	28.7	33.8	96.3	96.4
<b>Racial/Ethnic Group</b>											
White	155	100	14.8	28.9	28.9	27.5	56.4	49.4	49.2	96	96.2
African American	44	100	42.9	38.1	14.3	4.8	19	12.7	17	96.4	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	55.4	58	95.9	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	17.4	24.9	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	37.4	93.5	96.1
<b>Disability Status</b>											
Disabled	26	100	42.3	26.9	3.8	26.9	30.8	11.7	14	95.6	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	14.5	24.4	96.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	59	100	33.3	42.1	15.8	8.8	24.6	15.9	21.1	96.1	96.1

**Social Studies**

All Students	209	100	17.5	37	21.5	24	45.5	28	34	96.1	96.3
<b>Gender</b>											
Male	117	100	14.5	36.4	20.9	28.2	49.1	30	36.6	96	96.2
Female	92	100	21.1	37.8	22.2	18.9	41.1	25.8	31.3	96.3	96.4
<b>Racial/Ethnic Group</b>											
White	159	100	13.7	34.6	23.5	28.1	51.6	42.3	44.5	96	96.2
African American	44	100	26.8	46.3	17.1	9.8	26.8	13.4	19.1	96.4	96.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	51.6	58.9	95.9	96.7
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	19.4	27.5	96.2	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.5	96.1
<b>Disability Status</b>											
Disabled	24	100	33.3	41.7	4.2	20.8	25	10	14.4	95.6	95.6
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	97.4
<b>English Proficiency</b>											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	16.6	27.3	96.6	96.7
<b>Socio-Economic Status</b>											
Subsided meals	54	100	34.6	40.4	13.5	11.5	25	14.9	21	96.1	96.1

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	106	100	4.2	30.5	62.1	3.2	65.3
	4	102	100	4.2	41.1	50.5	4.2	54.7
	5	109	100	10.6	43.3	45.2	1	46.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	99.1	5	21.8	62.4	10.9	73.3
	4	105	100	8	29	56	7	63
	5	98	100	8.4	45.3	38.9	7.4	46.3
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	106	100	10.5	42.1	30.5	16.8	47.4
	4	102	100	5.3	36.8	31.6	26.3	57.9
	5	109	100	12.5	42.3	28.8	16.3	45.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	106	100	7.8	41.2	22.5	28.4	51
	4	105	100	12	36	27	25	52
	5	98	100	9.5	36.8	31.6	22.1	53.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	52	100	24.5	49	20.4	6.1	26.5
	4	102	100	15.8	23.2	27.4	33.7	61.1
	5	55	100	24.1	46.3	14.8	14.8	29.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	52	100	14	32	34	20	54
	4	105	100	23	28	27	22	49
	5	48	100	25.5	38.3	12.8	23.4	36.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	53	100	17.4	41.3	39.1	2.2	41.3
	4	102	100	8.4	30.5	24.2	36.8	61.1
	5	54	100	24	30	26	20	46
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	54	100	9.6	53.8	25	11.5	36.5
	4	105	100	14	33	20	33	53
	5	50	100	33.3	27.1	20.8	18.8	39.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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